



A-level
HISTORY
7042/1J

Component 1J The British Empire, c1857–1967

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Component 1J The British Empire, c1857–1967

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to British attitudes to decolonisation in the years 1945 to 1967.

[30 marks]

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

Extract A: In their identification of Sked and Cook’s argument, students may refer to the following:

- Britain’s commitment to colonial withdrawal was longstanding. It was motivated by reasons of principle and practicality.
- Britain’s priorities were simply to prepare its colonial peoples for self-government; however, this necessitated delay and disagreements with nationalist leaders about the timetable for withdrawal.
- The process of decolonisation was successfully managed.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- Britain’s longstanding commitment to decolonisation in this period may be supported or challenged. Equally, a continued commitment to imperial control may be discerned (e.g. by Churchill).
- The extent to which there was a general policy of decolonisation may be examined, in both Africa and Asia.
- Students may offer examples to support or challenge the successful management of colonial withdrawal, and may consider relations with nationalist leaders in India, (e.g. Nehru, Jinnah), Africa (e.g. Nkrumah, Kenyatta) etc. to argue whether disagreements were over timing, or were more fundamental.

Extract B: In their identification of Lloyd’s argument, students may refer to the following:

- Britain adopted a new approach to decolonisation due to experiences in the early 1950s; Malaya and Kenya and financial demands were central to this shift in British policy.
- Britain was not under pressure from the USA to relinquish its imperial role after the first wave of Asian decolonisation, and therefore external pressures on the Empire were limited
- Britain’s new approach to decolonisation was heavily influenced by the spiralling costs of maintaining order in the Empire; previously Britain had only ever wanted an empire that was cheap to run.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- The economic, political and psychological impact of events in Kenya and Malaya may be exemplified.
- Support may be given to Britain’s economic weakness in this period, and the impact this had on events from the 1950s.
- The extent to which the experience of the early 1950s did represent a turning point in Britain’s approach to its imperial policy may be supported or challenged.
- The extent to which there was a change in US policy towards the Empire can be supported or challenged.

Extract C: In their identification of Darwin’s argument, students may refer to the following:

- Britain sought to cling on to its empire and world power status whenever it felt that it could do so; ‘managed decline’ was a myth.
- Withdrawal in some places was accepted as inevitable, elsewhere it was not; governments did not want to resist mass movements but fought in contexts where there was more inducement to do so.
- Britain’s self-perception and its policy towards its colonies was lacking in realism and generally characterised by ignorance.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- The conduct of Britain’s colonial policy in the years 1945 to 1967, to assess whether Britain relinquished control readily or not; analysis might focus on specific events or broader patterns (e.g.) in Asia or Africa – this might include the specified examples of Kenya, Malaya, India and Africa after 1959
- Students might assess how far the British were not willing to resist mass nationalist movements, and were willing to fight on in other contexts.
- The extent to which (e.g.) Macmillan’s colonial policy embodied realism / pragmatism; students may consider policy statements, e.g. ‘Winds of Change’, or infer policy from specific actions; students may place this analysis in the broader context of whether Britain did, or did not, retain world power ambitions.

Section B

- 02** 'Britain's policies towards the peoples of southern Africa were inconsistent in the years c1857 to c1890.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Britain’s policies towards the peoples of southern Africa were inconsistent in the years 1857 to 1890 might include:

- Inconsistency may be perceived in differences to the treatment of the Bantu peoples and the Boers in the 1870s and 1880s, e.g. the destruction of the independence of the Zulus and other Bantu polities may be contrasted with the approach towards the Boers
- Inconsistency may be perceived in British policy towards the Boers and the Transvaal, e.g. through reference to Carnarvon’s short-lived consolidation policy, Transvaal’s brief annexation (1877–1881) and its diplomatic relations with Britain (e.g.) as reflected by changes to the Pretoria Convention (1881) negotiated in London in 1884
- Inconsistency may be discerned in a lack of political consensus, for example the Disraeli government’s forward policy in southern Africa may be seen to be reversed by the Gladstone government after 1880 and the conduct after the First Boer War.
- Changes may be ascribed to the development of the diamond industry in the late 1860s and gold in the late 1880s

Arguments challenging the view that Britain’s policies towards the peoples of southern Africa were inconsistent in the years 1857 to 1890 might include:

- Britain’s overarching strategic objectives in its policies towards the peoples of southern Africa may be perceived as consistent across this period – (e.g.) the protection of settler colonies and the safeguarding of imperial strategic and commercial interests.
- The annexation of the Transvaal in 1877 may be seen as an exceptional event. For most of this period British governments were consistent in that they showed no interest in the assimilation of the Boer peoples
- Britain may be perceived to have been consistent in its policies towards the Bantu peoples – generally their rights and interests may be seen to have been of little account; racism suffused both invasions and the treatments of non-whites in the Cape Colony.
- Underlying consistency may be discerned (e.g.) the avoidance of unnecessary cost to the British taxpayer may be viewed a constant; commitment to the needs of mining industries may be seen to be a constant.

In arriving at a judgement, ‘inconsistency’ may be approached from an analysis of changes (or continuity) in policy over time, variations in policy towards different groups and peoples, or combinations of both approaches. Students should be credited for specific reference to consistency or inconsistency towards Southern African peoples specifically, and can be credited for consistent or inconsistent policy more generally.

- 03** 'Britain's colonial administrators brought benefits to both Britain and the peoples they governed, in the years c.1890 to 1914.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Britain’s colonial administrators brought benefits to both Britain and the peoples they governed, in the years c1890 to 1914 might include:

- Students may mention various benefits to colonial peoples such as the imposition of the rule of law, efficient administration, economic progress and humanitarian endeavours. They may mention individuals such as Baring, Curzon and Lugard.
- They may mention various benefits to Britain which resulted from their actions including the consolidation of British strategic interests, imperial expansion, economic benefit and colonial stability. Again, a range of administrators can be mentioned.
- The contemporary view of imperialism and imperial administration as a virtuous and noble calling, promoted in popular culture (eg by Kipling), charitable groups, the press etc. could be mentioned.

Arguments challenging the view that Britain’s colonial administrators brought benefits to both Britain and the peoples they governed, in the years c1890 to 1914 might include:

- Benefits to colonial peoples may be challenged through examples of neglect, repression, the cost of administration which was borne by the colonies, racism and limited economic benefit for native peoples.
- They may focus on the opposition generated by the policies of Curzon, Milner and Baring and other individuals in this period.
- Benefits to Britain may be challenged by an explanation of the cost, instability, reputational damage, limited economic benefit etc. as a result of the policies of ‘men on the spot’.
- Individuals may be seen to have been motivated by personal gain rather than ‘British’ interests in this period – for example Cecil Rhodes in his tenure as Prime Minister of the Cape Colony.

A full understanding of the demands of the question must encompass both the positives and negatives for both Britain and colonial peoples. In arriving at a judgement, students may address the highly subjective nature of what was (or was not) ‘beneficial’, how this might have changed over time. Students may see distinctions in the careers of different administrators or in their impact in different parts of the Empire.

N.B. Joseph Chamberlain can be credited as Colonial Secretary if his policies are successfully linked to their benefit to Britain or colonial peoples in this period. Any examples of British officials in the colonies which are accurate and relevant can be credited.

- 04** To what extent did Britain’s economic relationship with its Empire change during the years 1914 to 1939? **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Britain's economic relationship with its Empire changed during the years 1914 to 1939 might include:

- Overall, change may be perceived in a relative growth in UK trade with its Empire during these years (eg through analysis of trade statistics)
- Students may equally identify a decline in some imperial export markets (India, Canada). Trade with much of Britain's Empire may be shown to have been damaged by the First World War.
- Students may refer to two distinct turning points in this period – the 1920s when Britain tried to recreate a free trading system, and the aftermath of the Great Depression when there was move towards Imperial Preference, the collapse of the Gold Standard and the development of the Sterling Area in the 1930s.
- Growing emphasis on the importance of Britain's economic relationship with the Empire may be discerned through promotion of imperial trade in Britain, eg imperial exhibitions, the empire fair trade movements, the activities of official bodies such as the Empire Marketing Board etc

Arguments challenging the view that Britain's economic relationship with its Empire changed during the years 1914 to 1939 might include:

- Students may perceive that, throughout these years, the Empire's trading relationship with Britain fundamentally changed little / remained essentially as a market for manufactured goods and source of imported goods, including cheap foodstuffs.
- Britain's attempts to promote colonial trade and colonial development in this period may be shown to be limited in scope and outcome.
- Britain's control of the mechanics of imperial trade may be seen to have remained intact, despite the transition from the Gold Standard to the sterling area; shipping, banking and financial services may be seen as sectors of continuity
- Students may see decline in some of Britain's imperial trading relationships and / or growing assertiveness / commercial independence in the Dominions, as a continuation of trends already apparent by 1914.

In arriving at a judgement, students may distinguish between the importance of the Empire for British imports and exports during these years. Changes in the importance of Britain's trading relationships with India, the Dominions and other colonies may be seen to vary. They may identify that there were a number of turning points in this period. Students should be credited for any approach which shows a good understanding of change and continuity across the period.